



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Essential Standards: United States History II • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/>.

Note on Numbering: **H**–History

History

Essential Standard:

USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking

Clarifying Objectives

USH.H.1.1 Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.

The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories. Thus, students will be able to think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or to work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of *historical succession* (change) and *historical duration* (continuity).
- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

History

Essential Standard:

USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.1.2 <u>Use Historical Comprehension to:</u></p> <ol style="list-style-type: none"> 1. Reconstruct the literal meaning of a historical passage 2. Differentiate between historical facts and historical interpretations 3. Analyze data in historical maps 4. Analyze visual, literary and musical sources 	<p>The student will know:</p> <ul style="list-style-type: none"> • Historical passages are primary sources that provide firsthand testimony or direct evidence concerning a topic under investigation. • Historical narratives are research based stories or accounts that describe or interpret historical events. • Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past. What, for example, were their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses? • Comprehending a historical passage or narrative requires the appreciation for and the development of <i>historical perspective</i>—judging the past in consideration of the <i>historical context</i> in which the events unfolded and not solely in terms of personal and/or contemporary norms and values. How then did the social, political, cultural, or economic world of certain individuals and groups possibly influence their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses? <p>The student will be able to:</p> <ul style="list-style-type: none"> • Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

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| | <ul style="list-style-type: none">• Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect the historian's judgment of what is most significant about the past.• Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes historical maps.• Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of graphic organizers, photographs, political cartoons, paintings, music and architecture. |
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History

Essential Standard:

USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.1.3 <u>Use Historical Analysis and Interpretation to:</u></p> <ol style="list-style-type: none"> 1. Identify issues and problems in the past 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues. 	<p>The student will know:</p> <ul style="list-style-type: none"> • <i>Historical analysis</i> involves more than a single source. Such an analysis would involve a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. • The study of history is subject to an individual's <i>interpretation</i> of past events, issues, and problems. There is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past. • Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a "dialogue" among historians, not only about what happened but about the <i>historical interpretation</i> of <i>why</i> and <i>how</i> events unfolded. • Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past. • The past inevitably has a degree of relevance to one's own times. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation. Consequently, the student will be able to use criteria to judge the past in consideration of the <i>historical context</i> in which the events unfolded and not solely in terms of personal

and/or contemporary norms and values.

- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze past events in terms of cause and effect relationships. The student will be able to consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
- Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence.
- Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.

History

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Concept(s): Historical Thinking

Clarifying Objectives

USH.H.1.4 Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will know:

- *Historical inquiry*, the research or investigation of past events, often begins with a historical question. Historical questions typically address “how” and/or “why” past decisions were made, past actions were taken, or past events occurred.
- *Historical inquiry*, the research or investigation of past events, requires the acquisition and analysis of historical data and documents beyond the classroom textbook.
- *Historical inquiry*, the research or investigation of past events, will allow them to analyze preexisting interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed.

The student will be able to:

- Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Collect historical data from a variety of sources, to help answer historical questions. These sources include library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.
- Create analytical essays that demonstrate historical interpretations, analysis,

	conclusions, and supporting evidence from a variety of sources.
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History

Essential Standard:

USH.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking

Clarifying Objectives

USH.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Historical turning points typically have multiple causes and effects within that chronological narrative.
- Historical turning points can be considered political, economic, and or/social and can derive from a variety of sources such as conflict, legislation, political elections, technological innovations, leadership decisions, social movements or court decisions.

The student will know:

- Historical turning points are key moments from the past which typically occur for multiple reasons and ultimately produce a significant amount of change.

History

Essential Standard:

USH.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking

Clarifying Objectives

USH.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Turning points may have impacts over large periods of time and relevance to contemporary events, problems and issues.
- The interpretation of historical turning points and their impacts are subject to the criteria by which they are judged.

The student will know:

- Historical turning points are key moments from the past which typically occur for multiple reasons and ultimately produce a significant amount of change.

History

Essential Standard:

USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives

USH.H.3.1 Analyze how economic, political, social, military and religious factors influenced United States imperialism (e.g., passing of the western frontier, new markets, Spanish American War, Open Door Policy, Monroe Doctrine, Roosevelt Corollary, canal route, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Industrialization and technological innovations in some countries and not others can change the global distribution of power and authority.
- International competition for political and military control over limited resources, such as land and water, can lead to open conflict.
- Cultural differences often lead to misguided beliefs about the inferiority and/or superiority of certain groups.
- A powerful nation founded on democratic principles, such as freedom and equality, can sometimes infringe on the principles of other people and nations in order to improve its own status.
- Successful displays of national power typically create a more patriotic populace.
- Strong leaders can change the direction of a nation's foreign policy.

The student will know:

- How the desire for new trade markets by industrialized countries like England, Germany, Russia, Japan and the United States impacted the distribution of global power and authority at the onset of the 20th Century.
- How and why various Americans used religion, race and national honor to both defend and object to United States imperialism.
- How and why the United States gained territory and influence in the Pacific leading up to and as a result of the Spanish American War (e.g., Samoa, Hawaii, Alaska and the Philippines).

	<ul style="list-style-type: none"> • How and why the United States became involved in the Spanish American War and the implications of that war on American foreign policy. • How United States Presidents and their administrations developed and implemented imperial foreign policy strategies. • How the leaders and citizens of other nations reacted to the expansion of United States power and influence within their countries and others (e.g., Cubans, Puerto Ricans, Hawaiians and Filipinos).
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History

Essential Standard:

USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives	Unpacking
	What does this standard mean a student will understand, know and be able to do?
USH.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).	<p>The student will understand:</p> <ul style="list-style-type: none"> • Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life. • Diverse individuals and groups who settle into a particular region shape the cultural identity of that region. • Geographic factors can shape the migration, settlement and cultural development within a region. • Government policy can promote and direct the migration and settlement of people. <p>The student will know:</p> <ul style="list-style-type: none"> • How and why the birth of the cattle industry led to the era of the American cowboy and new patterns of migration and settlement in the southwestern United States. • How and why aridity, availability of land and new land laws influenced the westward migration and settlement of various groups, such as homesteaders and

“sodbusters”.

- How American Indians were pushed to the Great Plains and forced to settle on reservations.
- How 19th Century industrialization led to urbanization and a distinctive urban culture in the United States.
- How the development of the railroad and telegraph industry impacted patterns of western migration and settlement during the 19th Century.
- How the economic circumstances of the Great Depression influenced patterns of migration and settlement.
- How and why United States entry into World War I and World War II created a “Great Migration” of African Americans to northern cities and how that migration impacted the nation.
- How the onset of the Dust Bowl influenced the displacement and migration of “Okies” during the Great Depression.
- How and why Americans moved to the suburbs of various cities after World War II.
- How and why Americans moved to the Sunbelt at the end of the 20th Century and how this movement affected other regions of the United States.
- How natural disasters and human responses to such disasters have influenced patterns of migration and settlement (e.g., Galveston hurricane of 1900, San Francisco earthquake of 1906, Johnstown flood of 1889 and Hurricane Katrina).

History

Essential Standard:

USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives

USH.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Individuals and groups willing to take risks can influence the settlement and expansion of a nation.
- While expansion and settlement may offer opportunities for various groups, it may also limit opportunities due to discrimination and racism

The student will know:

- How and why southern African American “Exodusters” moved westward after the collapse of Reconstruction in the South.
- How westward settlement and expansion impacted various ethnic groups during the 19th Century (e.g., Asians, Hispanics and American Indians).
- How and to what extent the “Americanization” of American Indian led to the break up of reservations and the disintegration of American Indian culture at the dawn of the 20th Century.
- How westward settlement and expansion impacted the roles of women, their contributions and relationships.

History

Essential Standard:

USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives

USH.H.3.4 Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The development of technology and industry encourages immigration, urban development, and ethnic diversity.
- Immigrants are often challenged with economic hardship, poor living conditions and discrimination.
- Forces that push or pull various groups of people to move to a particular place or region may factor into the cultural development of that place or region.
- Public responses to immigration may influence government policies.
- Immigrants can benefit from the assistance of individuals or government services; or persevere and overcome the lack of such assistance.
- Diverse groups of immigrants can contribute to the cultural, social, economic and political development of a nation.

The student will know:

- Why and how various national, cultural, and/or ethnic groups decided to immigrate to the United States at specific times since Reconstruction (e.g. Eastern and Southern Europeans from 1900-1920, Asians and Latin Americans from 1970-2010).
- How and to what extent the immigration of various Eastern Europeans influenced the industrial, urban and cultural development of particular cities and regions at the turn of the 20th Century (e.g., Chicago's packing houses, New York's garment industry, and Cleveland's steel mills).
- How the "huddled masses" of "new" immigrants were processed at ports of entry such as Ellis Island and Angel Island, and how that process impacted the lives and

cultural contributions of immigrants to the United States.

- How traditional nativist attitudes impacted various groups of immigrants and the cultural development of the United States (e.g., Italians, Roman Catholics, Chinese, Mexican and Muslim)
- How immigration groups benefited from the services of individuals and public institutions during the late 19th and 20th Centuries (e.g., Jane Adams, University Settlement Society of New York and YMCA movement).
- How and to what extent various local and state governments utilized immigrant votes to run machine politics (e.g., Tammany Hall, James Michael Curley and Chicago/Cook County)
- How various federal immigration laws affected specific groups of immigrants since Reconstruction (e.g., Chinese Exclusion Act of 1882, Immigration Quota Act of 1924 and Immigration Act of 1965).

History

Essential Standard:

USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Political relationships can change and impact the domestic and foreign affairs between people and/or nations. • A government founded on the division of power and authority may endure internal and external debates that can lead to conflict and/or compromise. • A leader’s response to contemporary issues can result in political conflict or compromise. • Governmental policies and actions that promote national growth and expansion can create sectional tension and political debate. <p>The student will know:</p> <ul style="list-style-type: none"> • How and why the Bourbon Redeemers dominated southern politics after Reconstruction. • How African Americans were disenfranchised after Reconstruction and subjected to “Jim Crow” segregation laws. • How and why “political machines” at the state and local levels of government used patronage and favoritism to win the support of big business and working class voters. (e.g., Boss Tweed and Tammany Hall in New York, James Pendergast of Kansas City and Ed Crump of Memphis). • How late 19th Century civil service reform and regulatory laws of the national government impacted American politics and industry (e.g., Pendleton Civil Service Act of 1883, Interstate Commerce Act of 1887 and Sherman Anti-Trust Act of 1890) • How the platform and leaders of the Populist Party influenced the presidential election of 1896 and early 20th Century American politics.

- How and why the Wilmington Race Riot of 1898 occurred in North Carolina and how the riot affected local, state and national politics at the turn of the century.
- How the formation of the Socialist Party of America and the leadership of Eugene V. Debs influenced American politics at the turn of the 19th Century.
- How and why progressivism emerged in American politics at the beginning of the 20th Century and in what ways governments at all levels became more democratic, efficient, and regulatory, as well as, greater advocates for social justice.
- How Presidents Theodore Roosevelt, William H. Taft and Woodrow Wilson led and advocated for progressive reform that regulated businesses and protected the worker and the consumer.
- How and why eugenics became a political movement in several states at the beginning of the 20th Century and how the movement impacted various groups.
- How the administrations of Warren G. Harding, Calvin Coolidge and Herbert Hoover reverted to conservative government practices based on lower taxes and deregulation of industries.
- How Herbert Hoover became a scapegoat for what ailed the economy at the beginning of the Great Depression and why his “rugged individualism” failed to work.
- How Franklin D. Roosevelt delivered a “New Deal” to the American people that aimed to ease the effects of the depression through government programs and agencies that provided direct government relief, recovery and reform.
- How and why the New Deal and some of its agencies and programs were opposed by a variety of individuals and groups (e.g., U.S. Supreme Court, Huey Long, Francis Townsend and Charles Coughlin)
- To what extent the New Deal fundamentally changed the nation’s political and economic systems.
- How and to what extent domestic programs proposed by Democratic presidents after Franklin Roosevelt extended the relief, recovery and reform efforts of the New Deal (e.g., Fair Deal, New Frontier and Great Society)
- How executive, legislative and judicial decisions of the federal government impacted the direction and outcome of the African American civil rights movement (e.g. *Plessy v. Ferguson*, *Brown v. Board of Education*, Executive Order 9981, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and the Civil Rights Act of

	<p>1968).</p> <ul style="list-style-type: none"> • How the assassination of President John Kennedy and the transition of power to a new president impacted American society and the political fortunes of a nation. • How and why the Watergate burglary led to a cover up by President Richard Nixon and his staff, a Congressional investigation, and the first resignation of a United States president. • To what extent the Reagan administration's escalation of defense spending and use of anti-communist rhetoric ended the Cold War. • How presidential scandals influenced various presidential administrations and the political development of the nation (e.g., Warren G. Harding, Richard Nixon, Ronald Reagan and Bill Clinton) • How and why certain presidential campaigns and elections significantly changed American politics and society (e.g., 1912, 1936, 1960, 1964, 1968, 1980, 2000 and 2008)
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History

Essential Standard:

USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.4.2 Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Relationships between individuals, groups and nations may change as economic circumstances change. • A nation's economic development often varies by region which often leads to sectional interests. • While a nation's economic policies may encourage national growth, these policies may also lead to sectional tensions. • As a nation prospers and grows, economic opportunities may increase for some individuals and groups, while decreasing for others. • An economy's cyclical nature may challenge individuals, groups and a nation. <p>The student will know:</p> <ul style="list-style-type: none"> • How and why southern tenant farming and sharecropping developed and how both led to cultural and economic stagnation in much of the South. • How and to what extent the development of a more diversified economy impacted the South after the Civil War and Reconstruction (e.g., textiles, tobacco, lumber and coal). • How and why the collapse of the railroad industry factored into the Panics of 1873 and 1893 and how those panics impacted the political and social development of the United States (e.g. "bimetallism", the Grange Movement and the Populist Party). • How and why the United States became more industrial and urban during the 19th Century and to what extent rapid urban and industrial development produced widespread poverty and poor working conditions (e.g., poor sanitation, threat of fires and conditions of tenements, Triangle Shirtwaist Fire).

- How “laissez faire” politics led to the monopolization of specific industries during the 19th Century and how monopolies impacted workers and consumers.
- How and why “robber barons” or “captains of industry” took risks and to what extent their enterprise impacted the distribution of wealth in American society.
- How progressivism changed the relationship between big business, labor and government.
- How rampant speculation in the stock market led to the “Black Tuesday” crash of October 29, 1929 and the global impacts of the crash.
- How and why the Great Depression occurred in the United States and the extent to which it affected the livelihood and fortunes of various Americans.
- How and to what extent Franklin D. Roosevelt and his “New Deal” eased the economic effects of the depression through direct government relief, recovery efforts and reform.
- How, why and to what extent a consumer based economy flourished in the United States in the 1920s and 1950s.
- How and to what extent President Lyndon Johnson’s Great Society and “War on Poverty” transformed American culture and its economic and political systems.
- How an increase in oil prices and government spending during the Vietnam War led to “stagflation” and a national economic recession during the 1970s.
- How the policy of supply-side economics or “Reaganomics” worked and how it impacted the American economy at the end of the 20th Century.
- How and why an economic recession took place in the early 21st Century and how the recession affected the American economy, politics and culture (e.g., the “dot-com” collapse, corporate scandals, risky mortgages, overextended consumer credit and the 9/11 attacks)

History

Essential Standard:

USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • The desire for self-improvement and the common good can influence people to reform themselves and society. • Movements for change and reform often become necessary when the relationship between a nation and its ideals are conflicting. • Reform movements require the leadership and participation of various individuals and groups. • The strategies used to achieve reform produce varying degrees of success and opposition. <p>The student will know:</p> <ul style="list-style-type: none"> • How and why labor unions formed during the 19th Century and to what extent their leadership bred opposition and results (e.g., Knights of Labor and Terrence Powderly, AFL and Samuel Gompers, American Railway Union and Eugene V. Debs, United Mine Workers and “Mother” Jones). • How and to what extent various labor groups demonstrated and benefited from union tactics during the 19th Century (e.g., the Molly Maguires, the Railroad Strike of 1877, the Haymarket Affair, the Homestead Strike and the Pullman Strike). • How and why communities of the South and West formed agrarian movements (e.g., Granger movement, the Alliance movement and the Populist Party). • How and to what extent the Social Gospel Movement and its participants responded to rising social tensions and injustices of the late 19th Century. • How and to what extent the settlement house movement and its participants responded to rising social tensions and urban problems of the late 19th Century (e.g.,

Jane Addams and Ellen Starr’s Hull House in Chicago, Lillian Wald’s Henry Street Settlement in New York).

- How scientific discoveries led to the development of Social Darwinism as a philosophy and how intellectuals used it to justify the actions of industry and society at the turn of the century.
- How the eugenics movement affected several groups of Americans during the 20th Century.
- How and why prohibition became “the law of the land” and why it was later repealed.
- How and why progressivism emerged in American societies at the beginning of the 20th Century and how leaders of the movement advocated for social justice.
- How the African American civil rights movement of the 20th Century was led by a variety of individuals and organizations with different strategies (e.g., SNCC, SCLC, CORE, Black Panther Party).
- How women and young people influenced the direction and outcome of specific events within the African American civil rights movement of the 20th Century (e.g., Septima Clark, Ella Baker, Daisy Bates, Little Rock 9, children of Birmingham and the Greensboro Four).
- How and to what extent various civil rights events and movements successfully tested segregation and gained greater equality for different groups of Americans (e.g., the Greensboro Sit-Ins, the Montgomery Bus-Boycotts, and Freedom Rides).
- How the African-American civil rights movement influenced the development of other civil rights movements during the 20th Century (e.g., feminist movement, Chicano Movement and American Indian Movement).
- How and why student and youth led movements formed to protest United States involvement in the Vietnam War and to what extent the movements impacted the nation’s politics and war efforts.

History

Essential Standard:

USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.4.4 Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women’s movement, counterculture, Wilmington Race Riots, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Cultural diffusion may come at the expense of cultural traditions. • Cultural diversity derived from religious, ethnic, geographic and class difference may create conflict. • Shared experiences among diverse groups may shape national identity. • Art, literature and music often reflect a region or nation’s interests, values and conflicts. • As nations expand and become more diverse, conflict may arise over cultural differences. • Cultural development and differences sometimes lead to open rebellion and/or war. <p>The student will know:</p> <ul style="list-style-type: none"> • How and to what extent African Americans were disenfranchised after Reconstruction and subjected to “Jim Crow” segregation laws. • How and why the federal government adopted a policy of “Americanization” or assimilation of American Indians and the impact of the policy on American Indians and the nation. • How and why conflicting claims over land and water rights led to violent “range wars” between ranchers and farmers in the southwestern United States. • How women’s rights activists and organizations used various approaches to overcome internal division within the movement and secure universal suffrage for women with the Nineteenth Amendment. • How “modernism” developed and challenged conventional or traditional practices of American society during the 1920s (e.g., jazz age, flappers, the Harlem

Renaissance, Negro nationalism, Charles Darwin, Albert Einstein).

- How and in what ways defenders of tradition reacted to modern thought and rapid change in American society of the 1920s (e.g., nativism and the Sacco and Vanzetti case, rise in fundamentalism and the Scopes Monkey Trial, Ku Klux Klan, Prohibition, eugenics).
- How and why American culture continued to flourish during the Great Depression.
- How, why and to what extent American culture was “conforming” during the 1950s and how conformity helped produce an American counterculture (e.g., corporate life, a cult of domesticity, consumerism, Levittowns and beatniks).
- How and why a youth culture driven by consumerism, delinquency, and rock-n-roll music emerged after World War II and impacted American society.

History

Essential Standard:

USH.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Concept(s): Freedom, Equality, Power

Clarifying Objectives

USH.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand

- Diverse groups of people may have to agree upon shared values and principles in order to form and maintain a viable political and economic system.
- A nation may agree on values and principles philosophically, but disagree on the practical political and economic application of those same values and principles.
- Governments can be structured in order to address the needs and desires of the governed.
- Leadership can affect societal, economic and political change in order to promote freedom and equality.

The student will know

- How and why the adoption of the 14th Amendment to the United States Constitution and its interpretation impacted the equality of various groups during the 20th Century.
- How and why the Pendleton Act of 1883 enabled civil service reform and the elimination of political patronage and how the legislation impacted United States politics at the turn of the 19th Century.
- How the United States Supreme Court’s interpretation of the 14th Amendment in *Plessy v. Ferguson* impacted African Americans and the United States during the 20th Century.
- How and why the philosophy of Social Darwinism emerged and how the notion of “the survival of the fittest” impacted the development of American industry, government policies and social customs during the Gilded Age.

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| | <ul style="list-style-type: none"> • How and why the Social Gospel Movement preached good works and the sharing of wealth as a means of salvation and how these ideas impacted 20th Century progressive politicians. • How the fight for universal women's suffrage culminated with the adoption of the 19th Amendment and how the vote of women impacted the 20th Century American government and economics. • How the Harlem Renaissance raised awareness of issues affecting the lives of African Americans in the 1920s through various forms of expression such as literature, art, music and drama. • How the rulings of the United States Supreme Court under Chief Justice Earl Warren altered the traditional legal position on racial equality and the rights of the criminally accused. • How and why the African American civil rights movement developed over the 20th Century and how it impacted the onset of other civil rights movements as well as American political and economic systems. • How and why President Lyndon Johnson addressed issues of social and racial injustice through direct government intervention and the programs of the Great Society; and the effects of such intervention on American politics and economics. |
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History

Essential Standard:

USH.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Concept(s): Freedom, Equality, Power

Clarifying Objectives

USH.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Perceptions of power and authority can lead to actual tension and conflict.
- The power to govern in a democratic system is divided among different groups which at times are at odds with each other over how to best govern.
- Leaders can modify the institutions of government in response to the challenges of their time.
- The distribution of power and authority may change during times of tension and conflict.

The student will know:

- How and why President Franklin Roosevelt attempted to “pack” the United States Supreme Court and how the attempt affected the New Deal and the balance of power between the executive and judicial branches of government.
- How federal legislation and executive decisions in support of civil rights led to state’s rights debates and conflict between the federal and state governments (e.g., “Dixiecrats”, Little Rock 9 incident and James Meredith).
- How and why various United States Supreme Court decisions of the 19th and 20th Centuries have tested the distribution of power between the federal and state governments (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education* and *Swann v. Charlotte-Mecklenburg*).
- How and why United States involvement in the Vietnam War influenced the presidency of Lyndon Johnson and his relationship with the United States Congress.
- How the Watergate scandal tested the balance of power between President Richard Nixon, the United States Congress and the United States Supreme Court.

	<ul style="list-style-type: none"> • How the Iran-Contra scandal tested the balance of power between President Ronald Reagan and the United States Congress. • How President Bill Clinton's impeachment affected the distribution of power between the executive, legislative and judicial branches of the federal government.
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History

Essential Standard:

USH.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs , Foreign Policy

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
USH.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).	<p>The student will understand:</p> <ul style="list-style-type: none"> • Economic and political interests will guide a nation's foreign policy • Foreign policy guidelines and international agreements may encourage domestic economic development and enable political security. • Foreign policy decisions may be a source of national pride or tension. <p>The student will know:</p> <ul style="list-style-type: none"> • How and to what extent international trade policies and tariffs of the 20th Century shaped the economic development and foreign policy of the United States (e.g., McKinley Tariff, Hawley-Smoot Tariff, GATT, and NAFTA). • How and to what extent 20th Century diplomatic agreements and treaties shaped the politics and foreign policy of the United States (e.g., Treaty of Versailles, Limited Nuclear Test Ban Treaty, SALT treaties and the Camp David Accords). • How westward settlement and expansion led to the Indian Wars of the Great Plains that culminated at the Battle of Wounded Knee. • How the desire of industrialized countries, such as England, Germany, Russia, Japan and the United States, to open new trade markets impacted United States'

foreign policy at the turn of the 19th Century.

- How trade and commercial interests in East Asia led to the development of the Open Door Policy in China.
- How and to what extent economic and political interests in Latin America and the Caribbean guided the foreign policies of Theodore Roosevelt, William Howard Taft and Woodrow Wilson.
- How and why American foreign policy shifted from neutrality to interventionism at the beginning of World War I.
- How and why American foreign policy shifted to isolationism after World War I.
- How and why American foreign policy shifted from neutrality to interventionism at the beginning of World War II.
- How President Truman and his administration rationalized using the atomic bomb to end World War II and how that decision affected United States foreign policy.
- How the American foreign policy of isolationism ended with United States membership in post World War II alliances and how that involvement influenced American foreign policy during the 20th Century.
- How, why and to what extent the Cold War policy of containment guided United States presidential administrations from Harry Truman to Ronald Reagan.
- How, why and to what extent the United States recognition and support of Israel since 1948 has influenced American foreign policy and relationships in the Middle East.
- How and why the administration of George W. Bush initiated preemptive military action in place of containment and deterrence.
- How and to what extent United States foreign policy has been guided by international human rights and the advancement of democracy since World War I.

History

Essential Standard:

USH.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs, Foreign Policy

Clarifying Objectives

USH.H.6.2 Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- When a nation's economic and/or political interests are threatened it can lead to some degree of participation in war.
- Wars and their outcomes are often unsettling and have enduring international consequences for nations and civilians.
- Political and popular opinion for war can shift between government policies or thoughts of isolationism, neutrality and interventionism.

The student will know:

- How economic and political aims led to United States involvement in the Spanish-American War.
- How and to what extent the outcome of the Spanish-American War made the United States an imperial power.
- How and why the United States joined with the Allied Powers to end World War I.
- How and to what extent American involvement in World War I affected United States foreign policy and helped make the "world safe for democracy."
- How and why economic and political conditions in Europe after World War I led to the rise of authoritarian rulers and the onset of World War II.
- How and why the United States withdrew from a policy of isolationism to initially aid Allied Powers and then directly intervene in World War II.
- How and why World War II ended and how a series of Allied conferences would help initiate the Cold War.
- How, why and to what extent the Cold War and the policy of containment influenced the Truman administration's involvement in international affairs (e.g., Truman Doctrine, Berlin Blockade and the Marshall Plan).

- How and why a failed policy of containment in China would help lead to United States involvement in the Korean War.
- How and why the Korean War ended in “stalemate” and how the war’s outcome affected international relations during and since the Cold War.
- How, why and to what extent the Cold War and the policy of brinkmanship influenced the Eisenhower administration’s involvement in international affairs (e.g., the U-2 incident, Suez crisis and the Hungary invasion).
- How, why and to what extent the Cold War and the policy of flexible response influenced the Kennedy administration’s involvement in international affairs (e.g., Bay of Pigs Invasion, Cuban Missile Crisis, Berlin Wall).
- How, why and to what extent the United States became diplomatically and militarily involved in French Indochina/Vietnam.
- How the escalation and loss of the Vietnam War affected United States international relations during and since the Cold War.
- How the foreign policy initiative of “détente” guided the international affairs of the Nixon administration during the Cold War.
- How and to what extent the Reagan administration’s escalation of defense spending and use of anti-communist rhetoric ended the Cold War.
- How and why the United States led a United Nations coalition of forces in the Persian Gulf War and how the war’s outcome affected American foreign policy in the Middle East.
- How the 9/11 terrorist attacks on the United States led to American wars in Afghanistan and Iraq and how involvement in those wars effected international relations.

History

Essential Standard:

USH.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War, Impacts

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.7.1 Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • War can influence the political decisions and development of participant and neutral nations, and their leaders. • Politicians who support or refute a nation’s participation in war can politically benefit or suffer from their stance. • A nation’s government and its political leaders often assume more authority during periods of conflict, rebellion or warfare. • Unconventional wars of terrorism have no conventional boundaries. <p>The student will know:</p> <ul style="list-style-type: none"> • How American political leaders used foreign aggression as opportunities to prepare for and request war (e.g., <i>U.S.S. Maine</i>, <i>Lusitania</i>, <i>Four Freedoms</i>, Pearl Harbor, 9/11). • How the United States government used propaganda to appeal to American patriotism and sell the nation’s war efforts (e.g., Committee on Public Information, Four-Minute Men, “Meatless Tuesdays”). • How and why Allied countries of World War I rejected Woodrow Wilson’s Fourteen Points and how that affected United States politics between world wars. • How, why and to what extent the federal government restricted the civil liberties of various groups of Americans during times of war (e.g., the Espionage and Sedition Acts, <i>Schenck v. United States</i>, Japanese-American internment camps and the Patriot Act). • How and why the American policy of isolationism ended with United States participation in post World War II alliances and how that involvement influenced

the nation's foreign policy.

- How United States Presidents from Harry Truman to Ronald Reagan practiced varying degrees of “containment.”
- How the federal government increased its levels of intelligence services and operations from World War I through the Cold War and the War on Terrorism (e.g., J. Edgar Hoover, FBI, National Security Act, CIA).
- How and why the Vietnam War impacted the policies and presidencies of Lyndon Johnson and Richard Nixon.
- How and why the War on Terrorism in the wake of the 9/11 attacks led to a doctrine of preemptive military action and the Second Gulf War.

History

Essential Standard:

USH.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War, Impacts

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.7.2 Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Civilians and their governments will economically sacrifice and suffer because of war. • Nation-states have difficulty financing war efforts and overcoming the results of war. <p>The student will know:</p> <ul style="list-style-type: none"> • How and to what extent the development of a more diversified economy impacted the South after the Civil War (e.g., textiles, tobacco and coal). • How and why tenancy and sharecropping prevailed in the South after the Civil War. • How the results of the Spanish American War and the global imperial presence of the United States impacted American commerce and industry. • How, why and to what extent Americans mobilized and economically sacrificed on behalf of allied and national efforts in world wars (e.g., rationing, war bonds, “Wheatless Wednesdays” and lend-lease). • How and why labor unrest and strikes occurred during and after United States involvement in world wars and how labor activity impacted the economy and society. • How, why and to what extent the consumer based economy of the United States flourished in the decades following World War I and World War II. • How and why the development of the United States “military-industrial complex” impacted the economic development of the western states.

History

Essential Standard:

USH.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.7.3 Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Wars between countries of competing ideologies and influence can create societal suspension, anxiety, fear and discrimination. • The perception of wars and their purpose may help determine the degree of mobilization and participation of a democratic nation and its citizens. • Culture, as exemplified by art, music, fashion, literature and language, can reflect the fear and anxiety of warfare. <p>The student will know:</p> <ul style="list-style-type: none"> • How, why and to what extent Americans mobilized and sacrificed on behalf of United States military efforts in world wars (e.g., rationing, war bonds, “Wheatless Wednesdays”). • How and why United States involvement in world wars and the contributions of women during times of war impacted the perceptions and roles of women in American society. (e.g., 19th Amendment, WAVES, “Rosie the Riveter”). • How, why and to what extent United States participation in world wars restricted the civil liberties of various groups of Americans. (e.g., German Americans, Japanese Americans, Muslim Americans) • How various ethnic groups within the United States contributed to American war efforts (e.g., Tuskegee Airmen, bracero program and American Indian “code talkers”). • How, why and to what extent consumerism and materialism impacted American society following World War I and World War II. • How and to what extent United States involvement in world wars influenced the development of the 20th Century African American civil rights movement.

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| | <ul style="list-style-type: none"> • How, why and to what extent Americans feared the spread of communism and how that fear impacted American culture in “Red Scares” after World War I and World War II. • How and why United States entry into World War I and World War II created a “Great Migration” of African Americans to northern cities and how that migration culturally impacted the nation. • How communication technologies and mediums, such as newspapers, television, film and radio influenced American patriotism and propaganda during warfare. • How the post World War II baby boom generation affected the culture, economy and politics of the United States through the 20th Century. • How the Soviet launching of Sputnik fostered a space race and impacted the development of American education and culture through the 20th Century. • How and why the Cold War led to a national interstate highway system and the implications of highway construction on American societies and culture. • How and why the counterculture movement started in the 1950s and 1960s and the extent to which their anti-war protests affected the Vietnam War and American society. • How the threat of terrorism at home impacted American culture after the 9/11 attacks. • How American literature, the arts, music and pop culture reflected the fear, anxiety and dissent of United States involvement in war. |
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History

Essential Standard:

USH.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction (e.g., Gilded Age, assembly line, transcontinental railroad, highway system, credit, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Individual risks, aspirations and ingenuity often lead to innovation, economic development and progress. • Governments may create policies that encourage economic growth and development. • Different groups of people may be affected in different ways by economic growth. • Innovation designed to solve problems may result in the creation of new problems. <p>The student will know:</p> <ul style="list-style-type: none"> • How and why so many inventions occurred within the United States during the mid-19th Century. • How various technological innovations enabled urbanization and the horizontal and vertical growth of cities in the 19th Century. • How the research and inventions of Thomas Edison impacted the economic development and cultural progress of the United States (e.g., incandescent light bulb, phonograph, motion pictures). • How the development of the first alternating current system of electricity by George Westinghouse impacted the economic development and cultural progress of the United States. • How Gilded Age entrepreneurs took risks to develop and monopolize industries and how their efforts impacted the economic development and cultural progress of the United States (e.g., John D. Rockefeller, Andrew Carnegie, J.P. Morgan). • How 19th Century urbanization generated new forms of mass entertainment (e.g., “Buffalo Bill’s Wild West,” saloons, vaudeville, city parks, bicycles and Coney

Island).

- How and why spectator and team sports became popular at the end of the 19th Century and how they impacted the development of American culture (e.g., boxing, professional baseball, college football and basketball, bicycle races).
- How and why the birth of the automobile industry impacted the economic and cultural development of the United States at the beginning of the 20th Century.
- How the invention and use of radio and television impacted the economic, political and cultural development of the United States during the 20th Century.
- How aviation and the airplane industry developed from the Wright Brothers initial flight and how it affected American culture.
- How the race to outer space and space age technologies impacted American culture.
- How the invention of the transistor and microchip led to the development of personal computers by the 1980s and the use of the internet and electronic mail by the 1990s and the impacts of their development on American society and culture.

History

Essential Standard:

USH.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.8.2 Explain how opportunity and mobility impacted various groups within American society since Reconstruction (e.g., Americanization movement, settlement house movement, Dust Bowl, the Great Migration, suburbia, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • That opportunity and mobility on behalf of survival, perseverance and self-improvement can have both positive and negative impacts for various groups and their communities. • That people often move, despite barriers, when given an opportunity. <p>The student will know:</p> <ul style="list-style-type: none"> • How African American freedom presented limited opportunities for upward mobility and movement out of the South during the 19th Century (e.g., American Colonization Society, “Exodusters” and Wilmington Race Riots). • How and to what extent westward migration and the “Americanization” of the American Indian led to the break up of reservations and the disintegration of American Indian culture at the dawn of the 20th Century. • How and why the federal government encouraged the westward growth of the railroad industry and how the industry’s growth and movement impacted the settlement, daily lives and fortunes of various groups. • How the immigration process at the beginning of the 20th Century, as well as, the work and charity of various individuals impacted the opportunity and mobility of newly arrived immigrants (e.g., Ellis Island and other ports of entry, naturalization, settlement house movement, tenement houses). • How and why a “Great Migration” of African Americans to northern cities occurred during American involvement in two world wars and how that migration culturally impacted African Americans and the nation. • How the onset of the Dust Bowl influenced the displacement and migration of

	<p>“Okies” during the Great Depression and how that migration impacted those groups and the United States.</p> <ul style="list-style-type: none"> • How the development of suburbs after World War II impacted the growth of American societies and culture.
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History

Essential Standard: USH.H.8

Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • National ideals often influence an individual or group’s perceptions of themselves, their country, and their place within society. • National ideals may not always be attainable or equitable for everyone. <p>The student will know:</p> <ul style="list-style-type: none"> • To what extent American entrepreneurs and inventors improved their personal fortunes and the daily lives of Americans. • To what extent American immigrants or migrants have endured passage to or within the United States to better themselves, their families and their communities. • To what extent the American worker gained labor concessions and greater power through unionization, collective bargaining, and various tactics of work stoppage. • To what extent the American woman has successfully gained expanded roles in American society and gender equality. • To what extent the American soldier successfully fought overseas for greater freedom and democracy within the United States and throughout the world.

	<ul style="list-style-type: none"> • To what extent the leaders and participants of civil rights movements successfully organized, protested and advocated for greater freedom and equality. • To what extent politicians have used graft and corruption to move up the political ladder and lead political parties or “machines.” • To what extent various United States Presidents and politicians have overcome personal tragedy to successfully lead the most powerful nation in the world.
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History

Essential Standard:

USH.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
USH.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage foreclosure crisis, etc.).	<p>The student will understand:</p> <ul style="list-style-type: none"> • An individual or group’s perceptions of themselves, their country, and their place within a society may be influenced by times of prosperity and crisis. <p>The student will know:</p> <ul style="list-style-type: none"> • How former slaves viewed themselves and their role in American society as free citizens. (e.g., Booker T. Washington and <i>Up from Slavery</i>, Slave Narratives of WPA Federal Writers' Project, Charles Chesnutt, “The Wife of His Youth”). • How westward migration and Manifest Destiny impacted perceptions of the frontier and the “American Dream” (e.g., Frederick Jackson Turner and “The Significance of the Frontier in American History”, Helen Hunt Jackson and <i>A Century of Dishonor</i>, Frank Norris and <i>The Octopus</i>). • How African American civil rights leaders of the late 19th Century differed in how to best achieve greater freedom and equality (Ida B. Wells, Booker T. Washington and “The Atlanta Compromise”, W.E.B. Du Bois and “The Talented Tenth”). • How American Indians viewed the westward migration of American settlers, their

own movement to reservations, as well as, government and public attempts at “Americanization” (e.g., Simon Pokagon and “The Future of the Red Man,” Chief Joseph, Zitkala-Sa).

- How American imperialists and anti-imperialists supported each of their stances on the United States becoming a world power (e.g., Albert Beveridge, Josiah Strong, Alfred Thayer Mahan’s *The Influence of Sea Power upon History*, Mark Twain, William Jennings Bryan and the Anti-Imperialist League).
- How various muckraking journalists worked to expose the social, economic and political ills of an industrialized society (e.g., Jacob Riis in *How the Other Half Lives*, Lincoln Steffens in *The Shame of the Cities*, Ida M. Tarbell in *History of the Standard Oil Company*, Upton Sinclair and *The Jungle*, Thomas Nast).
- How “Captains of Industry” and Boss politicians defended the acquisition of wealth and power during the Gilded Age (e.g., Andrew Carnegie and “The Gospel of Wealth”, John D. Rockefeller, George Pullman, *Plunkitt of Tammany Hall*).
- How the American worker toiled and protested to secure a piece of the “American Dream” (Pullman Strikers and *Report and Testimony on the Chicago Strike of 1894*, Frederick Winslow Taylor and *The Principles of Scientific Management*, Lewis Hine photographs of child labor in America 1908-1912, Eugene V. Debs and “Yes, I Am my Brother’s Keeper”).
- How “the huddled masses” of American immigrants endured passage to the United States to better themselves and their families (e.g., Lewis Hine photographs of Ellis Island, Abraham Cahan and *Yekl: A Tale of the New York Ghetto*, Jacob Riis and Library of Congress immigration interviews).
- How women’s rights activists at the turn of the century campaigned to secure universal women’s suffrage with passage of the 19th Amendment (e.g., Carrie Chapman Catt, Margaret Sanger, Alice Paul and Lucy Burns).
- How “the lost generation” of American writers expressed the cultural struggle between modernism and tradition during the 1920s (e.g., Ernest Hemingway, F. Scott Fitzgerald, Thomas Wolfe and William Faulkner).
- How the Harlem Renaissance raised American awareness of issues affecting the lives of African Americans in the 1920s through various forms of expression such as literature, art, music and drama (e.g., Alain Locke, Langston Hughes, Zora Neale Hurston and James Weldon Johnson).

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| | <ul style="list-style-type: none"> • How people who lived during the Great Depression reflected on the conditions and turmoil of the era (e.g., <i>Such As Us</i>, John Steinbeck and <i>The Grapes of Wrath</i>, Richard Wright's <i>Native Son</i>, Studs Terkel and <i>Hard Times</i>). • How people of the 1950s criticized conformity and reflected on the struggle of the individual in a society of mass consumerism (e.g., Ralph Ellison's <i>The Invisible Man</i>, John Kenneth Galbraith's <i>The Affluent Society</i>, and Edward Hopper). • How African American civil rights leaders of the 20th Century differed on how to best achieve greater freedom and equality (e.g., Marcus Garvey, Malcolm X and Martin Luther King, Jr.). • How women's rights activists adopted a new feminism to challenge the cult of domesticity of the 1950s (Betty Friedan and <i>The Feminine Mystique</i>, NOW and Gloria Steinem). • How national political leaders have expressed their perceptions of the "American Dream" during times of prosperity or crisis (e.g., John Kennedy's Inaugural Address, Franklin Roosevelt's First Inaugural Address, Ronald Reagan's "Tear Down This Wall" speech, George W. Bush "Congressional Speech on 9/11" and Barack Obama's "A More Perfect Union" speech). |
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